



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17825 W. Sierra Montana Loop, Surprise, AZ 85379

Dysart Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus

2004-05 N/A

2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met

2004-05 N/A

2003-04 N/A

School Improvement Status (b)

2005-06 N/A

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Jim Dean

Schedule : 08:00 AM to 04:45 PM

Grades : K-8

Web Address : dysart.org

Phone Number : (623) 523-8700

Fax Number : (623) 523-8711

E-mail : jdean@dysart.org

Mission

Our mission is to provide a quality education for children to learn and grow in a positive, challenging, creative, caring and safe environment where they feel accepted, appreciated, and encouraged to reach their highest potential. To provide the necessary tools that will allow all children to acquire the academic knowledge and skills to be productive, responsible and culturally enriched citizens. With a partnership of involved parents and quality teachers, our children will succeed.

School / Academic Goals

- ☐ Sunset Hills Elementary School will establish a positive, successful learning environment, evidenced through high academic expectations and achievement of our students.
- ☐ Sunset Hills Elementary School will utilize a data driven assessment and instructional model to meet the academic needs of each student to ensure high achievement.
- ☐ The students of Sunset Hills Elementary School will demonstrate continuous academic improvement as demonstrated through state, district, and school assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 978

Accepting New Students in 2005-06 Under Open Enrollment Law : ² No

Number of Students Attending Under Open Enrollment in 2005-06 : 6

Instructional Programs

- Ü Integrated Curriculum and Instruction
- Ü Technology - Based Education
- Ü Research -Based Instruction
- Ü Full Day Kindergarten
- Ü Character Counts
- Ü Special Education Inclusion Model
- Ü Data Driven Instruction and Assessment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The team of Sunset Hills is committed to working together to: provide an inviting environment with clear expectations, consistent consequences, and specific articulated outcomes. To effectively communicate with all parents on a consistent basis, invite and encourage community involvement, utilize effective communication skills to foster success, model life-long learning and a commitment to high quality achievement through continued professional development.

Parents

The parents of Sunset Hills students are responsible to partner with their community school to ensure a successful learning environment for their children. This dynamic partnership includes academic connections, consistent communication, and active involvement within school activities.

Transportation Policy

Please contact Durham Transportation at 623-876-7030.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1667	80010	100	98	99	454	442	447	6	11	10	15	20	18	61	57	53	18	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	841	38935	100	98	99	449	442	447	6	10	9	19	20	19	60	58	55	16	12	17
Male	68	817	40974	100	97	98	458	442	448	6	12	11	12	20	18	62	56	52	21	12	19
African American	13	154	4201	100	95	99	421	432	430	15	13	17	38	28	23	46	53	51	NA	6	9
Hispanic	32	638	34545	100	97	99	443	429	432	6	15	14	9	25	24	81	55	53	3	5	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	470	474	NC	NA	4	NC	10	10	NC	67	50	NC	23	36
American Indian/Alaskan Native	NC	20	3979	NC	95	96	NC	441	424	NC	15	17	NC	5	30	NC	70	47	NC	10	6
White	88	796	35142	100	99	99	463	452	465	3	7	5	15	15	11	55	59	56	27	18	28
Students with Disabilities	15	182	10161	100	88	93	426	409	419	33	37	28	20	29	28	33	30	36	13	4	8
Students without Disabilities	123	1485	69849	100	100	100	457	446	451	2	7	7	15	19	17	64	61	56	19	13	19
Limited English Proficient Students	NC	189	14013	NC	95	97	NC	412	413	NC	24	24	NC	36	34	NC	38	39	NC	2	3
Migrant Students	--	10	603	--	100	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	42	833	39029	100	97	98	433	432	432	12	15	14	21	24	25	60	55	52	7	7	9
Non-Economically Disadvantaged	96	834	40981	100	100	100	462	452	462	3	7	6	13	16	13	61	60	54	23	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1635	79438	100	96	98	457	451	451	4	9	9	24	24	24	62	58	56	10	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	827	38775	100	97	99	457	455	457	3	7	7	26	22	22	60	60	58	11	11	13
Male	68	799	40560	100	95	97	456	446	446	4	11	12	22	25	25	65	57	54	9	7	9
African American	13	151	4178	100	93	98	424	447	439	8	8	13	54	26	29	38	62	52	NA	5	6
Hispanic	32	624	34297	100	95	98	448	433	434	3	14	14	25	33	31	72	50	50	NA	4	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	484	475	NC	NA	3	NC	6	15	NC	71	63	NC	23	20
American Indian/Alaskan Native	NC	20	3940	NC	95	95	NC	452	429	NC	15	14	NC	10	36	NC	65	47	NC	10	3
White	88	781	34887	100	97	98	464	463	471	3	6	4	19	17	15	63	64	63	15	14	18
Students with Disabilities	15	151	9588	100	73	88	425	417	416	20	29	30	27	33	32	47	34	34	7	4	5
Students without Disabilities	123	1484	69850	100	100	100	460	454	456	2	7	7	24	23	23	64	61	59	11	10	12
Limited English Proficient Students	NC	184	13856	NC	92	96	NC	411	407	NC	24	27	NC	42	43	NC	33	29	NC	1	1
Migrant Students	--	10	600	--	100	96	--	NA	418	--	NA	22	--	NA	38	--	NA	39	--	NA	2
Economically Disadvantaged	42	813	38685	100	94	97	440	438	435	10	13	14	31	30	32	55	52	50	5	6	5
Non-Economically Disadvantaged	96	822	40753	100	98	99	464	463	467	1	5	5	21	17	16	66	65	62	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1679	79971	100	99	99	443	424	423	4	7	8	31	39	41	62	52	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	847	38974	100	99	99	455	440	437	1	4	5	24	31	33	69	62	57	6	3	4
Male	68	823	40895	100	98	98	431	409	410	6	10	10	38	47	47	54	42	41	1	1	2
African American	13	157	4203	100	97	99	425	419	411	NA	8	11	54	45	45	46	46	43	NA	1	2
Hispanic	32	647	34481	100	99	99	433	414	410	6	9	10	31	45	46	63	45	43	NA	1	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	451	449	NC	2	4	NC	23	28	NC	75	60	NC	NA	8
American Indian/Alaskan Native	NC	20	3995	NC	95	96	NC	440	409	NC	5	10	NC	25	47	NC	70	42	NC	NA	1
White	88	796	35150	100	99	99	448	432	437	3	6	5	28	35	35	63	57	56	6	3	5
Students with Disabilities	15	200	10258	100	97	94	399	367	377	13	25	23	60	55	51	27	19	25	NA	1	1
Students without Disabilities	123	1479	69713	100	99	100	448	432	429	2	5	5	28	37	39	66	57	52	4	2	3
Limited English Proficient Students	NC	194	13985	NC	97	97	NC	392	382	NC	13	18	NC	57	54	NC	30	27	NC	NA	0
Migrant Students	--	10	608	--	100	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	42	839	38994	100	97	98	436	417	409	5	9	10	31	44	47	62	46	41	2	1	1
Non-Economically Disadvantaged	96	840	40977	100	100	100	446	432	437	3	6	5	31	34	34	61	58	56	4	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1491	80147	100	98	99	495	472	482	4	14	11	9	19	17	60	51	49	27	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	724	39281	100	98	99	486	473	483	3	12	9	11	19	17	74	53	50	13	16	24
Male	50	760	40780	100	98	98	504	472	482	4	15	12	8	19	17	50	48	48	38	18	24
African American	NC	126	4249	NC	98	99	NC	464	464	NC	13	17	NC	23	22	NC	56	48	NC	8	13
Hispanic	26	616	33494	100	96	99	485	461	466	4	18	15	8	24	23	73	47	49	15	11	14
Asian/Pacific Islander	NC	32	2103	NC	100	99	NC	482	515	NC	16	4	NC	16	8	NC	38	44	NC	31	45
American Indian/Alaskan Native	--	18	4117	--	95	96	--	456	456	--	33	19	--	17	27	--	28	46	--	22	8
White	57	692	36122	100	99	99	501	484	501	4	10	5	11	14	10	53	54	50	33	23	35
Students with Disabilities	NC	148	10295	NC	84	92	NC	436	443	NC	40	33	NC	22	26	NC	35	33	NC	3	8
Students without Disabilities	82	1343	69852	100	100	100	498	476	488	2	11	7	9	18	16	62	52	51	27	18	26
Limited English Proficient Students	NC	174	12722	NC	93	97	NC	437	441	NC	33	27	NC	34	33	NC	29	37	NC	5	3
Migrant Students	--	12	622	--	100	97	--	436	454	--	50	19	--	17	30	--	25	43	--	8	8
Economically Disadvantaged	19	762	38371	100	95	97	488	461	465	5	19	15	16	24	23	58	45	49	21	12	13
Non-Economically Disadvantaged	70	729	41776	100	100	100	498	483	498	4	9	6	7	13	11	60	56	49	29	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1476	79686	100	97	98	480	464	470	2	12	11	27	27	24	65	56	57	6	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	721	39163	100	98	99	477	469	475	NA	9	9	29	25	22	66	60	60	5	6	10
Male	50	748	40438	100	96	97	483	460	465	4	14	13	24	28	25	66	53	54	6	5	7
African American	NC	124	4228	NC	97	98	NC	462	458	NC	8	15	NC	29	28	NC	60	53	NC	2	4
Hispanic	26	612	33299	100	95	98	474	451	452	NA	18	17	35	32	32	65	48	47	NA	2	3
Asian/Pacific Islander	NC	32	2097	NC	100	99	NC	460	490	NC	13	5	NC	25	13	NC	59	68	NC	3	14
American Indian/Alaskan Native	--	18	4087	--	95	96	--	455	446	--	22	16	--	22	38	--	56	44	--	NA	2
White	57	683	35914	100	98	98	484	477	489	4	7	5	21	22	15	67	63	67	9	8	14
Students with Disabilities	NC	133	9808	NC	76	87	NC	431	432	NC	36	35	NC	31	32	NC	31	30	NC	2	3
Students without Disabilities	82	1343	69878	100	100	100	481	467	475	1	10	8	26	26	23	67	59	61	6	5	9
Limited English Proficient Students	NC	173	12594	NC	92	96	NC	423	422	NC	35	34	NC	45	45	NC	20	21	NC	NA	0
Migrant Students	--	12	611	--	100	95	--	426	439	--	42	22	--	25	39	--	33	37	--	NA	2
Economically Disadvantaged	19	759	38095	100	95	97	472	453	452	5	17	17	37	33	32	53	46	48	5	4	3
Non-Economically Disadvantaged	70	717	41591	100	100	99	482	477	486	1	7	6	24	20	16	69	67	65	6	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1514	80372	100	100	99	496	469	475	1	4	4	11	34	30	88	62	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	735	39452	100	100	99	499	481	488	NA	2	3	11	27	22	89	70	72	NA	1	3
Male	50	772	40836	100	99	98	495	459	464	2	5	6	10	40	37	88	55	56	NA	0	1
African American	NC	129	4264	NC	100	99	NC	464	465	NC	3	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	26	635	33608	100	99	99	502	462	462	NA	6	6	8	36	36	92	58	57	NA	0	1
Asian/Pacific Islander	NC	32	2098	NC	100	99	NC	464	500	NC	6	2	NC	31	16	NC	59	75	NC	3	7
American Indian/Alaskan Native	--	19	4128	--	100	97	--	470	464	--	NA	4	--	42	39	--	47	56	--	11	1
White	57	692	36213	100	99	99	495	478	489	2	2	2	12	30	22	86	67	72	NA	0	3
Students with Disabilities	NC	173	10526	NC	98	94	NC	414	427	NC	14	15	NC	66	53	NC	18	31	NC	1	1
Students without Disabilities	82	1341	69846	100	100	100	499	476	482	NA	2	3	10	29	26	90	68	69	NA	1	2
Limited English Proficient Students	NC	182	12747	NC	97	97	NC	437	432	NC	9	12	NC	54	52	NC	36	36	NC	NA	0
Migrant Students	--	12	621	--	100	97	--	459	452	--	NA	9	--	58	40	--	42	51	--	NA	0
Economically Disadvantaged	19	786	38521	100	98	98	494	460	461	NA	5	6	5	39	38	95	55	55	NA	1	1
Non-Economically Disadvantaged	70	728	41851	100	100	100	497	480	489	1	2	3	13	27	22	86	70	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1478	79306	100	96	99	511	492	504	7	15	13	13	23	20	61	51	49	19	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	700	38845	100	96	99	508	494	505	8	13	11	14	24	20	58	51	50	21	11	18
Male	73	777	40383	100	97	98	513	491	504	7	17	14	12	22	19	64	50	47	16	11	19
African American	10	139	4171	100	97	98	NA	483	485	NA	13	20	NA	35	26	NA	47	44	NA	4	10
Hispanic	34	557	32673	100	95	99	508	480	487	12	22	18	12	27	25	53	44	46	24	7	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	518	539	NC	10	5	NC	17	10	NC	41	46	NC	32	40
American Indian/Alaskan Native	--	18	4034	--	100	97	--	508	479	--	11	22	--	22	29	--	44	43	--	22	7
White	89	722	36234	100	97	99	512	502	523	7	10	6	11	19	13	64	57	52	18	14	28
Students with Disabilities	18	151	10286	100	75	91	486	455	462	6	46	41	28	23	27	61	30	27	6	1	5
Students without Disabilities	121	1327	69020	100	99	100	513	496	510	7	11	9	11	23	18	61	53	52	21	12	21
Limited English Proficient Students	NC	130	10291	NC	89	96	NC	455	458	NC	42	38	NC	34	34	NC	22	26	NC	3	2
Migrant Students	--	11	630	--	92	95	--	470	478	--	36	24	--	18	27	--	45	43	--	NA	6
Economically Disadvantaged	51	749	37437	100	94	97	502	482	486	6	22	19	18	26	26	63	44	46	14	8	9
Non-Economically Disadvantaged	88	729	41869	100	98	100	515	504	521	8	7	7	10	20	14	60	58	51	22	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1474	79000	100	96	98	501	483	489	1	10	10	21	27	24	68	58	58	10	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	705	38774	100	96	99	504	489	494	2	7	7	14	27	22	74	60	61	11	6	10
Male	73	768	40150	100	95	98	499	478	485	NA	13	12	27	28	25	63	55	55	10	4	8
African American	10	140	4153	100	97	98	NA	475	476	NA	9	13	NA	36	30	NA	51	53	NA	4	4
Hispanic	34	547	32508	100	93	98	494	470	472	3	15	15	21	34	33	74	49	49	3	2	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	501	510	NC	5	4	NC	12	14	NC	71	67	NC	12	16
American Indian/Alaskan Native	--	19	4016	--	100	96	--	502	467	--	5	14	--	21	37	--	63	46	--	11	2
White	89	726	36135	100	97	98	504	493	508	NA	6	4	21	21	14	65	65	67	13	7	15
Students with Disabilities	18	149	9991	100	74	88	468	445	449	NA	35	33	33	33	36	67	32	29	NA	1	2
Students without Disabilities	121	1325	69009	100	99	100	504	487	495	1	7	6	19	27	22	69	61	62	12	6	10
Limited English Proficient Students	NC	129	10199	NC	88	95	NC	440	439	NC	35	35	NC	45	47	NC	20	18	NC	NA	0
Migrant Students	--	11	629	--	92	95	--	445	457	--	36	22	--	36	41	--	27	37	--	NA	1
Economically Disadvantaged	51	743	37234	100	93	97	499	471	472	2	15	15	16	34	33	76	49	50	6	3	3
Non-Economically Disadvantaged	88	731	41766	100	99	99	502	495	505	NA	5	5	24	21	16	64	66	65	13	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1526	79611	100	99	99	517	493	496	NA	7	7	32	39	37	68	53	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	722	39016	100	99	99	528	506	511	NA	5	4	23	31	29	76	63	66	2	1	1
Male	73	803	40519	100	100	98	507	481	482	NA	9	10	40	45	44	60	45	46	NA	0	0
African American	10	141	4188	100	98	98	NA	489	486	NA	8	9	NA	44	40	NA	48	50	NA	NA	0
Hispanic	34	584	32855	100	99	99	520	480	481	NA	11	10	26	43	43	74	46	47	NA	0	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	506	519	NC	2	4	NC	32	24	NC	66	70	NC	NA	2
American Indian/Alaskan Native	--	19	3992	--	100	96	--	503	478	--	11	10	--	21	46	--	68	44	--	NA	0
White	89	740	36380	100	99	99	519	503	511	NA	5	4	30	35	30	69	60	65	1	1	1
Students with Disabilities	18	200	10664	100	100	94	494	427	440	NA	33	23	44	48	54	50	19	22	6	1	1
Students without Disabilities	121	1326	68947	100	99	100	519	503	504	NA	3	4	30	38	34	70	59	61	NA	0	1
Limited English Proficient Students	NC	144	10362	NC	99	97	NC	441	438	NC	24	22	NC	56	57	NC	21	21	NC	NA	NA
Migrant Students	--	12	636	--	100	96	--	476	467	--	8	14	--	58	47	--	33	38	--	NA	0
Economically Disadvantaged	51	783	37626	100	98	98	516	481	479	NA	10	10	31	44	45	67	46	45	2	0	0
Non-Economically Disadvantaged	88	743	41985	100	100	100	517	506	511	NA	4	4	32	34	30	68	62	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1537	79327	100	98	98	531	507	518	5	22	19	19	23	20	60	46	46	16	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	740	38961	100	98	98	529	511	520	4	18	16	20	25	20	61	46	48	15	11	16
Male	77	787	40295	100	97	97	532	503	516	6	25	21	18	21	19	58	45	44	17	9	16
African American	NC	161	4247	NC	96	98	NC	493	499	NC	25	27	NC	32	24	NC	37	41	NC	7	8
Hispanic	35	605	32327	100	97	98	530	496	499	6	28	27	17	24	25	63	42	41	14	6	8
Asian/Pacific Islander	NC	45	1939	NC	100	99	NC	531	556	NC	11	6	NC	11	10	NC	58	47	NC	20	36
American Indian/Alaskan Native	--	19	4391	--	95	96	--	481	489	--	42	32	--	26	27	--	32	36	--	NA	4
White	86	699	36373	100	98	98	534	519	538	5	15	10	19	21	14	58	51	52	19	13	25
Students with Disabilities	10	142	9321	100	82	87	NA	453	467	NA	69	54	NA	14	22	NA	16	21	NA	1	3
Students without Disabilities	121	1395	70006	100	100	100	535	512	524	2	17	14	20	24	19	60	49	49	17	11	18
Limited English Proficient Students	NC	126	9431	NC	94	95	NC	459	466	NC	60	53	NC	28	27	NC	12	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	42	767	37097	100	96	97	522	495	498	5	29	27	26	24	25	57	41	41	12	6	7
Non-Economically Disadvantaged	89	770	42230	100	100	99	535	518	535	6	14	11	16	21	15	61	51	50	18	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1527	79501	100	97	98	503	491	497	6	10	10	21	30	25	72	58	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	739	39062	100	98	99	509	498	502	4	7	8	24	28	23	72	61	64	NA	3	5
Male	77	779	40368	100	96	98	500	484	491	8	13	13	19	31	27	71	54	57	1	1	3
African American	NC	164	4279	NC	98	99	NC	483	485	NC	14	14	NC	31	30	NC	55	54	NC	NA	2
Hispanic	35	591	32389	100	95	98	496	479	478	3	14	16	34	37	34	63	48	48	NA	1	1
Asian/Pacific Islander	NC	44	1936	NC	98	99	NC	504	519	NC	5	3	NC	18	14	NC	73	73	NC	5	9
American Indian/Alaskan Native	--	19	4401	--	95	96	--	459	473	--	21	17	--	47	40	--	32	43	--	NA	1
White	86	702	36446	100	98	99	509	503	516	5	6	4	17	24	15	77	66	73	1	4	7
Students with Disabilities	10	132	9411	100	76	88	NA	448	453	NA	40	36	NA	39	36	NA	20	26	NA	NA	1
Students without Disabilities	121	1395	70090	100	100	100	508	494	502	2	8	7	21	29	24	75	61	65	1	3	5
Limited English Proficient Students	NC	121	9401	NC	90	94	NC	440	443	NC	40	40	NC	50	46	NC	10	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	42	758	37183	100	94	97	497	480	479	10	15	16	26	34	34	62	50	49	2	1	1
Non-Economically Disadvantaged	89	769	42318	100	100	99	507	501	513	4	6	5	19	25	17	76	65	70	NA	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	1559	80000	100	99	99	579	557	564	2	4	3	2	11	11	87	79	75	9	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	750	39288	100	99	99	590	574	579	NA	3	2	4	5	6	83	81	77	13	11	16
Male	77	801	40644	100	98	98	571	541	549	3	4	4	1	16	15	90	77	74	6	3	7
African American	NC	166	4307	NC	99	99	NC	552	551	NC	4	4	NC	13	13	NC	76	75	NC	7	7
Hispanic	35	617	32672	100	99	99	571	544	548	3	5	4	NA	13	14	89	78	76	9	4	6
Asian/Pacific Islander	NC	45	1945	NC	100	99	NC	571	592	NC	2	1	NC	9	4	NC	76	69	NC	13	25
American Indian/Alaskan Native	--	19	4424	--	95	97	--	547	549	--	5	3	--	16	14	--	79	77	--	NA	5
White	86	706	36602	100	99	99	583	569	579	1	2	2	3	8	7	87	80	75	8	9	16
Students with Disabilities	10	166	9919	100	95	93	NA	480	505	NA	13	9	NA	43	35	NA	43	54	NA	NA	2
Students without Disabilities	121	1393	70081	100	100	100	585	565	571	NA	3	2	2	7	7	88	83	79	10	8	12
Limited English Proficient Students	NC	132	9571	NC	99	96	NC	501	502	NC	9	10	NC	31	29	NC	60	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	42	786	37534	100	98	98	583	545	547	2	5	4	7	15	15	71	76	76	19	5	5
Non-Economically Disadvantaged	89	773	42466	100	100	100	577	568	578	1	3	2	NA	7	7	94	81	75	4	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	1370	78546	100	97	97	556	535	543	8	16	15	11	20	18	64	54	52	16	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	654	38645	100	97	98	555	538	545	9	14	13	12	19	18	64	56	54	16	10	15
Male	49	712	39792	100	96	97	556	533	542	8	18	17	10	21	17	65	52	50	16	10	15
African American	NC	156	4205	NC	97	97	NC	520	524	NC	21	22	NC	24	22	NC	53	49	NC	3	7
Hispanic	21	524	31177	100	96	97	550	520	524	10	25	22	5	24	23	76	47	48	10	4	7
Asian/Pacific Islander	NC	48	1940	NC	98	99	NC	560	580	NC	8	5	NC	8	9	NC	63	53	NC	21	33
American Indian/Alaskan Native	NC	14	4689	NC	78	95	NC	538	515	NC	14	28	NC	NA	25	NC	86	43	NC	NA	4
White	75	624	36450	100	97	97	560	550	563	8	8	7	11	17	12	61	58	57	20	17	23
Students with Disabilities	12	120	8093	100	73	82	509	484	489	42	52	50	17	28	24	33	19	23	8	2	2
Students without Disabilities	95	1250	70453	100	100	100	561	540	549	4	13	11	11	19	17	68	57	56	17	11	16
Limited English Proficient Students	NC	104	9323	NC	93	94	NC	482	491	NC	59	47	NC	25	28	NC	16	24	NC	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	24	701	34694	100	95	96	545	523	524	13	23	23	8	24	23	71	47	48	8	6	7
Non-Economically Disadvantaged	83	669	43852	100	99	99	559	548	559	7	9	10	12	16	13	63	60	56	18	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	1381	79045	100	97	98	518	507	512	5	9	10	20	27	25	70	61	58	6	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	657	38860	100	97	98	521	514	519	3	6	7	16	23	22	76	66	62	5	5	8
Male	49	721	40075	100	97	97	514	500	505	6	12	12	24	30	28	63	56	54	6	2	6
African American	NC	158	4250	NC	98	98	NC	498	500	NC	8	12	NC	35	31	NC	56	54	NC	1	3
Hispanic	21	528	31314	100	97	98	505	493	493	10	13	16	29	35	34	57	50	48	5	2	2
Asian/Pacific Islander	NC	48	1949	NC	98	99	NC	522	536	NC	6	4	NC	15	15	NC	77	66	NC	2	15
American Indian/Alaskan Native	NC	15	4719	NC	83	96	NC	506	489	NC	13	15	NC	7	39	NC	73	45	NC	7	2
White	75	629	36730	100	98	98	522	520	532	4	5	4	17	20	16	72	70	68	7	6	12
Students with Disabilities	12	132	8552	100	80	87	459	462	463	33	36	35	42	39	40	25	24	23	NA	NA	1
Students without Disabilities	95	1249	70493	100	100	100	525	511	517	1	6	7	17	26	24	76	64	62	6	4	8
Limited English Proficient Students	NC	108	9355	NC	96	95	NC	456	456	NC	34	37	NC	53	48	NC	13	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	24	707	34922	100	96	96	514	495	493	8	13	15	8	32	34	79	52	48	4	2	3
Non-Economically Disadvantaged	83	674	44123	100	99	99	519	519	527	4	4	6	23	21	18	67	69	66	6	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	1404	79657	100	99	99	582	565	566	NA	3	3	7	7	8	92	89	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	670	39120	100	99	99	587	582	580	NA	1	2	5	4	4	93	93	92	2	2	2
Male	49	732	40423	100	99	98	577	550	553	NA	5	5	10	10	12	90	85	83	NA	0	1
African American	NC	161	4290	NC	100	99	NC	565	560	NC	2	4	NC	6	9	NC	91	86	NC	1	1
Hispanic	21	541	31642	100	99	99	576	553	552	NA	5	5	14	9	11	86	85	84	NA	0	0
Asian/Pacific Islander	NC	48	1948	NC	98	99	NC	574	589	NC	4	1	NC	4	3	NC	90	91	NC	2	4
American Indian/Alaskan Native	NC	17	4760	NC	94	97	NC	541	547	NC	6	5	NC	18	14	NC	76	81	NC	NA	0
White	75	635	36929	100	99	99	584	575	579	NA	2	2	7	5	5	92	91	91	1	2	2
Students with Disabilities	12	156	9069	100	95	92	531	499	508	NA	15	11	33	25	30	67	60	58	NA	NA	1
Students without Disabilities	95	1248	70588	100	99	100	588	573	573	NA	2	2	4	5	5	95	92	91	1	1	1
Limited English Proficient Students	NC	107	9521	NC	96	96	NC	505	507	NC	11	13	NC	25	24	NC	64	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	24	726	35341	100	98	97	575	554	551	NA	5	5	13	8	12	88	86	83	NA	0	0
Non-Economically Disadvantaged	83	678	44316	100	100	100	585	577	578	NA	2	2	6	5	5	93	91	90	1	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1310	78400	97	96	97	554	546	554	17	22	21	15	21	19	62	50	47	6	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	656	38686	96	96	98	548	547	554	15	21	20	23	22	20	60	50	49	2	7	12
Male	59	649	39636	97	96	96	560	545	554	17	24	23	8	21	18	64	49	46	10	6	13
African American	NC	140	4193	NC	92	97	NC	536	533	NC	24	32	NC	29	23	NC	44	40	NC	4	5
Hispanic	25	490	30732	96	96	97	568	532	534	4	30	31	12	23	24	76	44	40	8	3	5
Asian/Pacific Islander	NC	29	1827	NC	100	99	NC	590	594	NC	NA	8	NC	7	12	NC	69	49	NC	24	31
American Indian/Alaskan Native	--	15	4536	--	100	95	--	517	528	--	47	35	--	27	25	--	27	37	--	NA	4
White	83	631	37038	98	97	97	551	558	575	18	16	11	17	19	14	60	55	56	5	10	19
Students with Disabilities	NC	99	7840	NC	72	81	NC	496	498	NC	63	60	NC	21	18	NC	15	20	NC	1	2
Students without Disabilities	104	1211	70560	99	99	99	558	550	560	12	19	17	16	21	19	65	52	50	7	7	14
Limited English Proficient Students	NC	110	8956	NC	92	95	NC	494	502	NC	68	56	NC	17	25	NC	14	18	NC	1	1
Migrant Students	--	13	676	--	93	95	--	504	523	--	54	38	--	23	25	--	23	36	--	NA	1
Economically Disadvantaged	28	637	33014	93	94	95	542	534	534	21	29	31	18	25	24	61	41	40	NA	4	5
Non-Economically Disadvantaged	84	673	45386	99	99	99	557	557	569	15	16	15	14	17	15	62	57	52	8	9	18

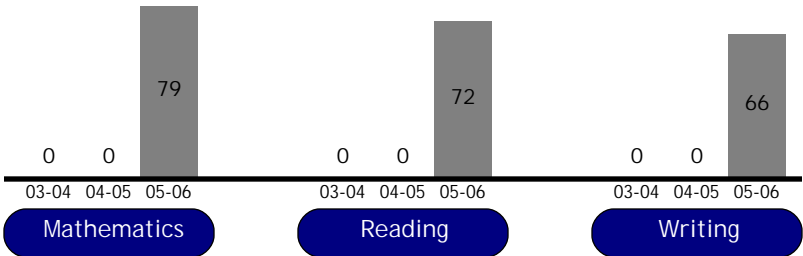
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1327	79179	97	98	98	524	512	519	6	11	11	19	29	27	73	58	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	664	38974	96	97	99	525	518	524	6	9	8	19	26	25	73	61	61	2	3	5
Male	59	658	40124	97	97	97	524	507	513	5	12	13	19	31	28	75	55	54	2	2	4
African American	NC	144	4243	NC	94	98	NC	505	506	NC	14	14	NC	35	32	NC	48	51	NC	3	3
Hispanic	25	495	30987	96	97	98	521	498	498	NC	15	17	24	36	36	76	48	45	NA	1	1
Asian/Pacific Islander	NC	29	1832	NC	100	99	NC	543	543	NC	NA	4	NC	21	17	NC	66	69	NC	14	10
American Indian/Alaskan Native	--	15	4573	--	100	96	--	493	494	--	7	16	--	60	41	--	33	42	--	NA	1
White	83	639	37467	98	98	98	527	524	539	5	8	5	18	21	17	76	68	70	1	3	8
Students with Disabilities	NC	113	8567	NC	82	88	NC	463	467	NC	43	39	NC	36	38	NC	19	22	NC	1	1
Students without Disabilities	104	1214	70612	99	100	99	530	517	524	3	8	7	16	28	25	79	62	62	2	2	5
Limited English Proficient Students	NC	109	9013	NC	91	95	NC	459	461	NC	39	40	NC	51	48	NC	10	12	NC	NA	0
Migrant Students	--	13	680	--	93	96	--	482	487	--	15	20	--	54	43	--	31	36	--	NA	1
Economically Disadvantaged	28	646	33345	93	95	96	506	501	499	11	15	17	32	36	36	57	47	46	NA	2	1
Non-Economically Disadvantaged	84	681	45834	99	100	99	530	523	533	5	7	7	14	22	19	79	68	67	2	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	1341	79734	97	99	99	572	555	554	1	3	3	5	18	19	94	80	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	668	39243	96	98	99	575	568	568	NA	2	2	4	12	12	96	87	85	NA	0	1
Male	59	669	40413	97	99	98	571	541	541	2	3	4	5	24	26	93	73	70	NA	NA	0
African American	NC	145	4285	NC	95	99	NC	553	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	25	504	31254	96	99	99	574	541	539	NA	5	5	4	23	25	96	72	70	NA	NA	0
Asian/Pacific Islander	NC	29	1837	NC	100	99	NC	581	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	--	15	4613	--	100	97	--	541	535	--	NA	4	--	27	29	--	73	67	--	NA	0
White	83	644	37668	98	99	99	576	565	569	NA	1	1	5	13	13	95	85	85	NA	0	1
Students with Disabilities	NC	131	8943	NC	95	92	NC	488	495	NC	11	11	NC	52	51	NC	37	38	NC	NA	1
Students without Disabilities	104	1210	70791	99	99	100	574	561	561	1	2	2	4	14	15	95	84	83	NA	0	0
Limited English Proficient Students	NC	116	9138	NC	97	97	NC	496	492	NC	12	13	NC	44	46	NC	44	40	NC	NA	NA
Migrant Students	--	14	687	--	100	97	--	499	528	--	14	6	--	29	28	--	57	65	--	NA	NA
Economically Disadvantaged	28	659	33718	93	97	97	559	542	538	4	4	5	4	23	26	93	72	69	NA	0	0
Non-Economically Disadvantaged	84	682	46016	99	100	100	576	567	567	NA	1	2	6	12	14	94	87	84	NA	0	1

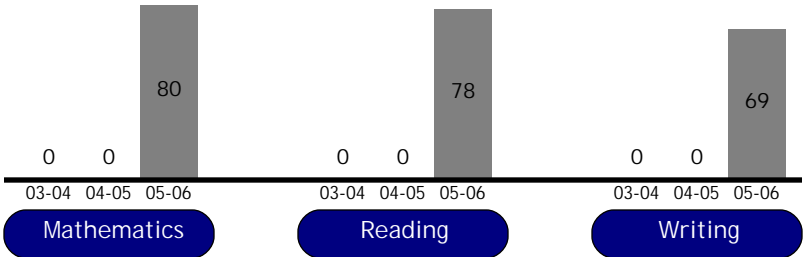
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

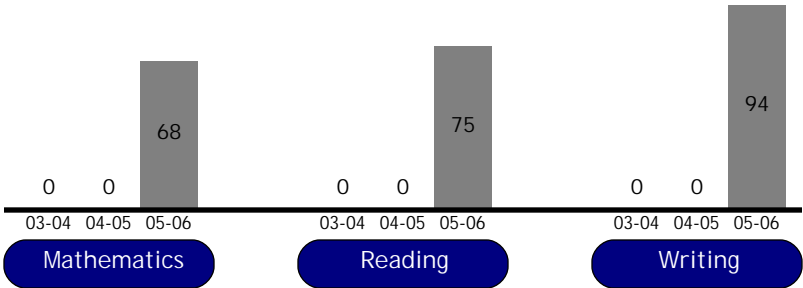
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	--	47	100	65	46	46
	Language	--	--	35	50	--	--	--	47	100	68	46	48
	Mathematics	--	--	44	64	--	--	--	50	100	67	48	52
3	Reading	--	--	NA	55	--	--	--	44	100	48	43	46
	Language	--	--	50	61	--	--	--	44	100	50	43	46
	Mathematics	--	--	47	61	--	--	--	51	100	56	48	52
4	Reading	--	--	NA	56	--	--	--	48	100	58	48	52
	Language	--	--	41	52	--	--	--	49	100	58	48	52
	Mathematics	--	--	47	61	--	--	--	53	100	63	48	58
5	Reading	--	--	NA	55	--	--	--	50	96	63	50	56
	Language	--	--	39	49	--	--	--	50	96	59	48	54
	Mathematics	--	--	49	63	--	--	--	49	96	50	43	52
6	Reading	--	--	NA	56	--	--	--	51	99	58	50	56
	Language	--	--	36	48	--	--	--	47	99	54	43	50
	Mathematics	--	--	52	66	--	--	--	52	99	65	48	58
7	Reading	--	--	NA	54	--	--	--	50	99	61	50	54
	Language	--	--	44	58	--	--	--	52	99	59	54	58
	Mathematics	--	--	46	62	--	--	--	50	99	63	46	54
8	Reading	--	--	NA	55	--	--	--	51	97	63	52	58
	Language	--	--	40	52	--	--	--	50	97	58	52	56
	Mathematics	--	--	48	61	--	--	--	53	97	58	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Liaison school to home initiative
- Ü Support the school mission and vision
- Ü Develop community outreach program
- Ü Uphold high expectations for achievement
- Ü Initiate funding decisions for programs
- Ü Support safe learning environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	5	1	0	0
7 to 9 years	6	5	0	0
10 or more years	7	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer lab with mobile laptop carts
- Ü Media Center
- Ü Gymnasium

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Choir
- Ü Principal's Math Club
- Ü Student Council
- Ü Middle School Athletics
- Ü Academic Clubs
- Ü Band

Social Services

- Ü Counseling Services
- Ü Before and After School Care
- Ü School Social Worker
- Ü Character Counts
- Ü Court-based Truancy Program
- Ü Bullying Prevention
- Ü Health Services and Immunizations

ü Sunset Hills is a new school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sunset Hills is a school which is built upon academic success for all students. The students of Sunset Hills: are respectful by conducting themselves in a positive manner, ensure the rights of others by making good choices, accept responsibility for their decisions and actions, are enthusiastic learners driven to high achievement.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jim Dean	(623) 523-8700
Transportation Policy	Durham Bus Services	(623) 876-7030
Community Resources	Tim Tait	(623) 876-7000
School Nutrition Programs	Southwest Food Services	(623) 876-7075
Parent Organization	Karla Thalman	(623) 523-8700
Student Health/Nurse	Whitney Maass	(623) 523-8700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.